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ABSTRACT

This is the second in a series of five monographs written around the theme, "meeting the changing needs of students." It describes the curriculum innovations and development at Harrisburg Area Community College since 1964, which was the first year of operation. Many new and innovative courses of study have been added to fill out the basic curriculum, for example, electronic service and merchandising, mental health technologies, library technology/teacher aids, correctional rehabilitation, a state program in secretarial science, black studies, hospitality food services, and the preparatory program. This last program is designed for students who have not developed the skills necessary for success in college courses, or who have been out of school for some time. It emphasizes English and mathematics and includes a group counseling course. (BB)

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MEETING THE CHANGING NEEDS OF STUDENTS: Curriculum Development

Monograph No. 2

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Harrisburg Area Community College

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PREFACE

The Harrisburg Area Community College will host a case study for the Middle States Association of Colleges and Secondary Schools in April 1970. In preparation, the faculty (through the Research and Development Committee) has elected to prepare five monographs focusing on how a new college has adapted its program to serve its students.

Recognizing that today's young people are different from previous generations, and that the Community College is a new kind of institution, the committee has chosen as a theme "Meeting the Changing Needs of Students." The five monographs are (1) College Governance, (2) Curriculum Development, (3) Variations in Methods of Instruction, (4) A Creative Approach to College Counseling, and (5) A Profile of Students.

No effort has been made to be comprehensive. Materials were selected for their interest or usefulness to others. Little self-evaluation has been written into the papers, but it has been a valuable by-product of their preparation.

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Introduction

Community colleges are committed to the concept that all individuals in a democracy should have the fullest opportunity to develop to the limit of their capacities. Students are welcomed who would not attend the traditional collegiate insitution. The "open door" policy admits students whose needs, abilities, aims, and desires are far different from and far more varied than those of students of an earlier generation. Recognizing this situation, community colleges are trying to tailor their programs to suit their students. Perhaps the greatest innovations have been in curriculum, especially the growth of terminal programs that combine general education and occupational training.

Without attempting to be comprehensive, this paper will describe:

The Growth of the Curriculum at Harrisburg Area Community College
How the Curriculum Is Changed
The Process of Introducing New Courses
The Single Degree
Some Interesting Programs

The Growth of the Curriculum at Harrisburg Area Community College

After the passage of enabling legislation in 1963, educational leaders of Dauphin, Perry, and Cumberland Counties began to organize what came to be known as the Harrisburg Area Community College. This was the first public community college in the Commonwealth of Pennsylvania. Formal application for recognition by the State Board of Education was made in January 1964. The first administrative officers were appointed in the spring, and on September 21, 1964, the first class of 435 students enrolled.

The initial curriculum offered in the fall of 1964 was necessarily assembled during the hectic months of the spring and summer. It was made up of standard courses similar to those offered by Hershey Junior College (which later discontinued operations and became part of the Community College). In addition to transfer courses there were career courses in business management, accounting, finance, secretarial science, and general clerical occupations. Finally, there were two technology programs – civil technology and electronics technology.

Under the pressure of time, these obvious pieces were put together with emphasis on courses rather than programs. With the aid of advisory committees, the divisions began to investigate the needs of various sectors of the community and to plan programs of study. In the second year the College added career programs in retailing and industrial technology. The most outstanding example of departure from traditional concepts of higher education was the new curriculum of Police Science and Administration. Both career and transfer programs were offered. These were designed specifically for Pennsylvania and the Harrisburg Area.

Another innovative course of study undertaken during the third year was Hospitality Food Service Management. The impetus for designing such a career program came from the Pennsylvania Restaurant Association. For the first time, an organization in the area came to the College for help instead of vice versa.

During the first phase of operation (1964-1966), the College recognized the need for developmental studies for students whose previous educational experience and achievement did not qualify them for immediate admission to a certificate or degree program. A related group of courses in written English, reading, mathematics, physical science, and orientation or group counseling was inaugurated in the summer of 1965. The program ran for two semesters. At the end of the first semester the student's progress was appraised (largely on G.P.A.) and he was given three options: (1) progress to a certificate or degree program, (2) continue another semester of developmental work, (3) terminate formal education. Subsequent changes in this program are discussed in a later section.

By 1966, the offerings of the College had grown in number and variety. Many courses had been added to the catalog, but the emphasis was shifting to introducing new programs of study. The Progress and Self-Evaluation Report prepared for the Middle States Accreditation in 1966-67 included paragraphs on each of the following curricular programs:

Transfer: Liberal Arts
Business Administration
Pre-Engineering
Police Science and Administration (Career or transfer)

Career: Hospitality Food Service Management
Executive Secretarial
Business Management
General Clerical
Accounting
Finance
Retailing
Legal Secretarial
Medical Secretarial
Electronics Technology
Civil Technology
Industrial Technology

Since that time the College has moved to a new campus where six buildings have been completed. Programs have been added to round out the curriculum and take advantage of the expanding physical plant. For example, the acquisition of an IBM 360 computer and related hardware led to a career program in data processing, and to Fortran programming for mathematics and science students.

Approval for the nursing program has been granted by the Pennsylvania State Board of Nurse Examiners, and the first class in nursing was enrolled in the fall of 1969.

By fall 1970, the newest classroom building will be equipped and ready to offer classes in performing music, music education, studio art and art education.

A program director, appointed in August 1969, is constructing a three-part physical education program. The phases of the curriculum are (1) service courses that can be chosen as electives by an enrolled student (individual and dual sports will be stressed to provide a basis for life-long physical activity), (2) a transfer course for a Physical Education major, (3) two-year training for careers in recreation (students will be recruited from ghetto areas and students will teach students).

The College is now engaged in long-range planning. Division Chairmen, faculty members and student groups are preparing ten-year plans, based on projected enrollments, the financial picture of the College, and the predicted economic development of the area as assessed by local industry. The relationship between College and community has reached the point where people say "Couldn't they help us?" Outside institutions come to the College with requests – a

course in journalism for firms that publish house organs; off-campus classes at a naval depot, a correctional institution, and two hospitals; short-term programs for state employees.

How the Curriculum Is Changed

The Process of Introducing New Courses

New courses and new curricula originate in the divisions. In many cases advisory committees are consulted. In some instances a group of specialists works with faculty and division chairmen to design and consult on one particular program, such as Data Processing or Medical Secretary. Two permanent committees, Electronics Technology and Civil Technology, act in an advisory capacity for several programs. These groups meet regularly with the teaching staff and have played a significant role in curricular revision.

Currently there are seven divisions. The *Business and Management Services Division* offers seven career or occupational programs, in Accounting, Business Management, Data Processing, Hospitality Food Service Management, Office Studies, Retailing, and Secretarial Science. This is the largest number of career programs offered by any one division. *Mathematics, Physical Science and Engineering Technologies* has five technology programs: Civil Engineering Technology, Electro-Mechanical Engineering Technology, Electronic Engineering Technology, Electronic Service and Merchandising, and Drafting Technology, with options in Architectural Drafting and Civil Engineering Drafting.

Third in number of career programs is the *Division of Police and Public Administration* with three programs. These are in Correctional Rehabilitation, Police Management, and Public Service. Two divisions have one career program each. The *Life Sciences, Health Services and Physical Education Division* has an associate degree program in nursing, and the *Social Sciences Division* has a program for training Mental Health Aides.

The sixth division, *Communication and the Arts,* does not now have a career program but has the potential for developing several programs in broadcasting, journalism, applied writing, and related areas.

Instructional Services, housed in the library, has been a supporting division, but will soon offer a career program, Library Technology.

In contrast to the 17 existing career programs for which individual divisions have primary responsibility, there are only four transfer programs which are assigned to divisions. These are Business Administration, Education, Pre-Engineering, and Police Science and Administration. The newest trend is for program planning to cross divisional lines. The new Electronic Service and Merchandising, which is described subsequently, is the responsibility of Business and Management and of Mathematics, Physical Science, and Engineering.

After a course has received the approval of the faculty in a division, it is submitted to the Curriculum and Instruction Committee via a form called "Course Proposal." The Committee analyses the proposal and sends it to Faculty Council with a recommendation for approval or no approval. A rejection, with a bill of particulars, is sent back to the sponsoring division for further study. An approval is forwarded to the Administrative Committee, who again may accept or reject. The Dean of Instruction then notifies the division chairman to implement the proposal or not. The proposal form remains on file in the Dean's office.

The Course Proposal form has undergone several changes. For purposes of the original accreditation, a course analysis form was devised and each course then in the curriculum was analyzed accordingly. Until August 1967, this form was used for proposing new courses. It was then revised and the "Course Proposal" form adopted. The form contains catalog description and questions concerning topics and objectives, curriculum served, transferability, need for equipment, need for additional personnel, budgetary and space requirements, etc. During the current year the members of the Curriculum and Instruction Committee have taken a serious look at their role in curriculum changes and are devising a new system.

The Single Degree

A new single degree system was adopted in November 1968. Beginning with those who matriculate in the fall of 1970, all who complete two-year programs at the College will be awarded the Associate in Arts degree.

Originally the College offered four degrees: Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS), and Associate in General Education (AGE), later changed to Associate in Career Studies (ACS). Dissatisfaction with the multi-degree system arose from a number of sources. Some degrees had more prestige than others; the number of credit hours required in various programs was

unequal, ranging from 60 to 73. In some technical areas there was almost no opportunity for taking electives. Different divisions were interpreting requirements differently, and advising students was difficult.

A revision of requirements submitted to Faculty Council by the Committee on Academic Standing was rejected in April 1968, partly because of sympathy for the idea of a single degree. An ad hoc committee of administrators and faculty worked out the final form of a new degree, which has been approved by Faculty Council and the Administrative Committee and appears in the new catalog.

To obtain an Associate in Arts degree, the student in a transfer curriculum must complete at least 60 credit hours in courses numbered 100 or above, in a schedule planned to meet transfer requirements (as set by a senior transfer institution). In a career curriculum, a student must complete the core requirements of a specific program in the career category. These requirements will not exceed 36 credit hours, exclusive of cooperative work experience. All students must complete the general education core requirements of 21 credit hours. Nine of these must be in written and oral communication. The remaining twelve must be chosen to include Humanities, Social Sciences, and Science and Mathematics.

The single-degree requirements have caused all divisions to review their programs of study. In a number of instances it has been found feasible to eliminate some courses and combine others. For example, Marketing 203 (Merchandising II) and Marketing 204 (Principles of Retailing) have been combined as Retail Merchandising. In Civil Engineering Technology several basic courses are being combined to reduce the number of hours required and to make room for three more hours of electives.

Career programs are being strengthened by the addition of a core curriculum of liberal arts. Advising students who expect to transfer to a four-year institution becomes more important. No longer is their curriculum spelled out. The student and advisor must determine the requirements of the receiving institution and see that they are met.

Some Interesting Programs

Community colleges have reached out to those who want to continue their education, but for whom neither a university nor a

vocational school answers the need. For many, the answer is a career course that combines cultural and technical education. For some, it is the opportunity to remedy educational deficiencies that stand in the way of continuing education. For others, it is a short program of education for job advancement.

Some of the curricula that the College offers to these persons are described below. Some are unique. Others are standard fare in many community colleges, but the Harrisburg Area Community College approach may be of interest.

Electronic Service and Merchandising. This is a unique meld of technical and business courses that replaces a former curriculum called Industrial Electrical Technology. That course trained a student for electronic repair or electrical maintenance for an industrial plant. When students were not attracted, the Mathematics, Physical Science and Engineering Technologies Division, looking for something more meaningful for today's young men, joined with the Business and Management Services Division to build a program for the commercial electronic field.

In addition to the core required for the new single degree, the student takes 31 hours of technical courses and 15 hours of business. The business requirements to complement a technical program are worth noting: Introduction to Business, Salesmanship, Merchandising, Accounting, and Personnel Management.

The program is in its second year. Fifteen students will graduate in the spring of 1970, qualified for a choice of careers. The graduate may choose to operate his own electronic, appliance, or electronic/electrical repair business. He could serve in a sub-management position, for example, in a service department. He would have the business and technical skills to run a distributorship.

The technical core of electrical and electronic courses is also offered in the evening as a 30-credit certificate program. An employed person may complete the certificate requirements in about three years. He would then be qualified for electrical repair and service or industrial maintenance. A certificate holder may later fulfill the liberal arts requirements and be granted an Associate degree.

This is the first program of its kind in the United States. Since its announcement in the educational bulletin of the American Association of Junior Colleges, inquiries have come from all over the country.

Mental Health Technologies. This new curriculum is designed to train for careers in the broad field of mental health. The course of

study leads to the Associate degree and is specifically intended to prepare students to work as assistants to psychiatrists, psychologists, nurses, therapists, and social workers in a variety of occupations related to mental health.

The program includes a wide range of subjects and represents an interdisciplinary approach to the problems of mental health. In addition to courses in Public Service, Psychology, Sociology, and the Health Sciences, students will receive practical experience working with people in various mental health agencies.

The Red Cross, mental hospitals, family service agencies and others that would employ graduates have been consulted. Both medical and administrative personnel from these institutions have helped design the courses to insure their pertinence to the jobs that need to be done.

Today, mental health services are not confined to the mental hospital; there are out-patient clinics, halfway houses, day care agencies, after-care programs, and the beginning of preventive services. In all such agencies there is a wide variety of career openings for the trained person. Graduates of this program will work with professionals to help organize and carry out many types of treatment programs.

The first courses are now being offered with twenty-five students enrolled.

Library Technology/Teacher Aides. A new program to train paraprofessional library technicians to perform clerical and managerial duties will be offered for the first time in fall 1970. An old program to train teacher aides will be discontinued after spring 1970. Some contrasts in the planning of the two courses are pertinent.

For some time there has been talk in public schools of using teacher aides. In the 1966-67 school year an advisory committee was formed to consider the question of training such workers. Representatives were present from all the local school districts that indicated interest. With the advice of this committee a program was designed at the College and was offered in 1967.

The program has not succeeded for several reasons. Schools were interested in the idea of teacher aides, but had made no specific decisions about the work an aide would perform. As a result the committee recommended a program that overtrained its graduates. Academic and education courses were required, but little occupational training. A course intended as vocational education was built into a transfer curriculum. School systems in this area who were using aides

were operating under federal grants that could vanish. None had provided for this type of employee in their regular budgets.

It is also probably true that the program was under-advertised to high school students and to the public and therefore failed to attract students. Only five enrolled. Or it may be that the effort was premature. When educators in public schools decide how to use paraprofessionals to increase the usefulness of higher salaried teachers, the program may succeed.

A library technology program was also discussed several years ago. The national shortage of "librarians" is well known. Five years ago libraries in a wide area around Harrisburg did not indicate a willingness to employ technicians, but since then the climate has changed. It is now apparent that the national shortage includes not only professionals with a graduate degree in library science, but all types of library workers – clerical, paraprofessional, and professional. The American Library Association has now approved the use of trained technical personnel.

The curriculum, as approved, contains 42 hours of general education courses and 18 hours of technical library courses to train for the performance of well-defined duties. The first courses will be offered in fall 1970.

The program has been well publicized. The experience of other colleges, as well as local inquiry, has shown that several types of persons will be interested in this program: (1) high school graduates, (2) nonprofessionals now working in local libraries (especially elementary school libraries), (3) middle-aged women (or men), some with AB degrees, now wishing to come back to college for specific technical training.

Correctional Rehabilitation. Increased public concern with law and order coinciding with the community college movement has pointed up law enforcement education as a public service opportunity for these institutions. One program that has been promoted by the American Association of Junior Colleges is Correctional Rehabilitation, because of the long-standing scarcity of well-trained correctional personnel. The Division of Police and Public Administration called an advisory committee from appropriate agencies to test employment and job improvement needs in this area and to help design the courses.

Built around a core curriculum, the program needs flexibility and provides for more electives than the police programs. Some correctional employees need more psychology than others. Some need sociology

and an understanding of urban problems. All are required to study the principles of case work, to discover its complexity and understand the vital role of "feelings" in this relationship. A required seminar trains for and encourages public service research.

An internship in public service offers 260 hours working in an approved public service institution. The internee must be assured by the institution of a wide variety of experience. He is required by the College to keep a daily record and then to write a paper. He will be evaluated by the administration of the institution. This practicum may be taken by an qualified public service student during the summer or during the regular academic year in conjunction with academic courses. However, it is recommended that the student take his internship during the summer between his freshman and sophomore years. Internees have worked at Loysville Youth Development Center and at White Hill Industrial School.

The College is in a unique position to offer this course. The offices of the Bureau of Correction are at White Hill, in suburban Harrisburg, and here is located the school for training correctional officers for the Commonwealth. Its officers have cooperated with the College and it is hoped that in the future some of its facilities will be used for teaching.

The four young men who will graduate this spring are being placed in the state. At least two will go to White Hill. Adults who work in parole and probation, as well as counselors from various agencies, are taking several of the courses in day and evening classes.

As an outgrowth, a group of local citizens, including judges, have asked the College for a work study program in cooperation with the Dauphin County Courts. Students working 20 hours a week with probation officers and in the courts would act as liaison between the probation department and the public schools. The division is now working to get funding for this program.

State Program in Secretarial Science. Personnel officers at the State Capitol in Harrisburg felt a need to upgrade the clerical and secretarial staff, working and supervisory. In 1968 the College was asked to help. After numerous meetings, representatives from the College and state training offices agreed on the content of two courses: (1) Office Procedures and Communication for Clerk-Stenographer II and Clerk-Typist II and above, (2) Communication, Supervision and Office Administration for secretaries with supervisory responsibilities.

The courses run two hours a day, two days a week for twelve weeks. Groups of thirty come to the College in the late afternoon by chartered

bus. Tuition and transportation are paid by the Commonwealth. Because the courses are non-credit, the participants are given an award rather than a certificate after completing 48 hours. Two hundred state employees have completed the course.

Black Studies. The College does not operate a Black Studies program as such but does offer courses in this field. Responding to student and general pressure for a course in black history, in the spring of 1968 the Social Sciences Division hired an instructor with a degree in African studies. He spent the fall writing the syllabus for a course in American Minority history, much of which would eventually be incorporated in United States History. The course attracted 45 students when first offered in the spring semester of 1969, but only 12 that summer and 12 the following fall. Ten percent of those students were black, which corresponds to the percentage of blacks in the student population. The black student group has expressed discontent with this history as not being relevant.

Three new courses covered the problem areas without being black studies per se. African Studies as part of an overall program on area studies was introduced in fall 1969. Social Anthropology, a study of social groups with a segment related to blacks has attracted 45 students for its first presentation this spring. Social and Cultural Studies, also introduced this spring, will employ many different spokesmen from sub-groups of society. A black teacher was sought for this course without success.

Two older courses have been popular electives. Social Problems centers on contemporary events; the course content depends on what are the most pressing current problems. The Individual in Modern Society now zeros in on urban problems, and therefore the ghetto.

Hospitality Food Services. Semi-professional training for middle management positions in public food service and public lodging industries was virtually non-existent in Pennsylvania. At the behest of the Pennsylvania Restaurant Association, the Business Division of the College began to design and test a two-year program aimed at providing students the classroom, laboratory, and practical experience necessary to qualify for such positions in the food service industries. An advisory group was formed in the fall of 1965 and a Director appointed. The months between April and August 1966 were devoted to developing the Food Service curriculum, writing course analyses, and building a library collection of books and slides. The first class of 21 enrolled in September.

The comprehensive course includes 18 credits in general education, 37 credits in specialized courses, and 6 credits in field experience. All regularly scheduled classes are held at the Wildwood Campus except one, Quantity Food Preparation, which uses a small diet kitchen at the Harrisburg State Hospital. The College supplemented the equipment at the diet kitchen. This practical class permitted the students to plan the menus, make the purchases, supervise the cooking and serving of the food, and cost account the entire meal.

Off-campus classes are planned during the year to observe special practices, and to widen the curriculum to the complete field of food service, which includes industrial and institutional feeding.

Graduates from this program have been well received by restaurants and hospitals in the area. Inquiries continue to come in from food service establishments for students for cooperative work experience and for graduates for middle management and management training programs. Special students have been directed to this program by their employers.

Expansion of this curriculum into the Hotel-Motel Management field is being planned.

The Preparatory Program. This program serves those students whose high school records reveal inadequate academic preparation, those who have failed to develop the skills necessary for success in college courses, and those who have been out of school for some time. Six of the courses in this program (reading, two in written English, two in mathematics, and physical science) serve several purposes. A student may be required to enroll in one or more if his high school record or ACT scores show a deficiency. He may elect to enroll in one or more courses if he feels the need for a refresher. He may take mathematics or English to satisfy requirements in certain career programs. A student enrolled in six or more hours of preparatory courses is considered a preparatory student and is required to take the orientation or group counseling course.

Entering students have always been urged to complete their remedial work during the summer. Six week sessions proved inadequate for slow learners so a special eight week session was inaugurated two years ago.

Since 1966 the program has been under the supervision of a faculty committee and not assigned to any division. During the last two years, the Preparatory Program Committee has undertaken to analyze and evaluate the policies on admission of preparatory students, techniques of instruction, and performance of students after progressing to a

certificate or degree program. The conclusion was that a standing committee cannot properly administer a viable program and that continued progress depends on reorganization. Central direction through the appointment of a "coordinator" has been proposed. This person should be attached to the office of the Dean of Instruction and work with all the divisions on matters related to preparatory courses.

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